

MALCOLM C HURSEY ELEMENTARY

4542 Simms Street
North Charleston, South Carolina 29405

GRADES PK-5 Elementary School

ENROLLMENT 333 Students

PRINCIPAL Dr. Don Butler 843-745-7105

SUPERINTENDENT Dr. Maria Goodloe 843-937-6319

BOARD CHAIR Mr. Gregg Meyers 843-720-8714

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	5	28	38	3

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 8 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

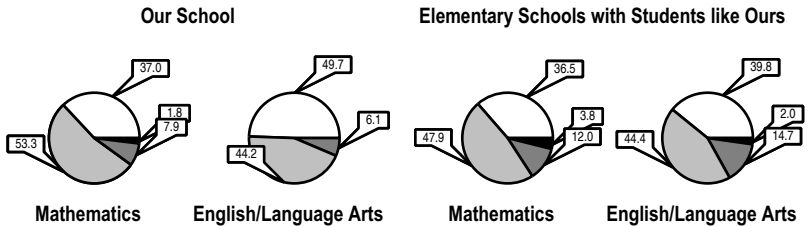
FOR MORE INFORMATION, VISIT WEBSITES AT:




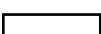
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Below Average	N/A
2002	Below Average	Below Average	N/A
2003	Below Average	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	28	42	14
Percent satisfied with learning environment	48.1%	90.0%	78.6%
Percent satisfied with social and physical environment	32.1%	85.0%	69.2%
Percent satisfied with home-school relations	17.9%	82.5%	76.9%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	197	99.5	49.7	44.2	6.1	N/A	6.1	17.6
Gender								
Male	111	99.1	56.0	38.5	5.5	N/A	5.5	17.6
Female	86	100.0	41.9	51.4	6.8	N/A	6.8	17.6
Racial/Ethnic Group								
White	22	100.0	25.0	62.5	12.5	N/A	12.5	17.6
African-American	167	99.4	51.8	43.2	5.0	N/A	5.0	17.6
Asian/Pacific Islander	7	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	149	99.3	46.4	46.4	7.2	N/A	7.2	17.6
Disabled	48	100.0	60.0	37.5	2.5	N/A	2.5	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	197	99.5	49.7	44.2	6.1	N/A	6.1	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	197	99.5	49.7	44.2	6.1	N/A	6.1	17.6
Socio-Economic Status								
Subsidized meals	185	99.5	49.7	45.2	5.2	N/A	5.2	17.6
Full-pay meals	12	100.0	50.0	30.0	20.0	N/A	20.0	17.6

Mathematics								
All students	197	100.0	37.0	53.3	7.9	1.8	9.7	15.5
Gender								
Male	111	100.0	38.5	49.5	11.0	1.1	12.1	15.5
Female	86	100.0	35.1	58.1	4.1	2.7	6.8	15.5
Racial/Ethnic Group								
White	22	100.0	18.8	62.5	18.8	N/A	18.8	15.5
African-American	167	100.0	38.1	54.0	5.8	2.2	7.9	15.5
Asian/Pacific Islander	7	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	149	100.0	34.4	55.2	8.0	2.4	10.4	15.5
Disabled	48	100.0	45.0	47.5	7.5	N/A	7.5	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	197	100.0	37.0	53.3	7.9	1.8	9.7	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	197	100.0	36.8	53.4	8.0	1.8	9.8	15.5
Socio-Economic Status								
Subsidized meals	185	100.0	36.8	53.5	7.7	1.9	9.7	15.5
Full-pay meals	12	100.0	40.0	50.0	10.0	N/A	10.0	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	58	N/A	46.4	51.8	1.8	N/A	1.8
	Grade 4	48	N/A	36.2	59.6	4.3	N/A	4.3
	Grade 5	51	N/A	35.4	52.1	12.5	N/A	12.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	64	100.0	41.1	48.2	10.7	N/A	10.7
	Grade 4	79	98.7	54.7	39.1	6.3	N/A	6.3
	Grade 5	54	100.0	53.3	46.7	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	58	N/A	73.2	25.0	1.8	N/A	1.8
	Grade 4	48	N/A	48.9	42.6	6.4	2.1	8.5
	Grade 5	51	N/A	52.1	35.4	10.4	2.1	12.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	64	100.0	32.1	64.3	3.6	N/A	3.6
	Grade 4	79	100.0	37.5	46.9	12.5	3.1	15.6
	Grade 5	54	100.0	42.2	48.9	6.7	2.2	8.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 333)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	5.8%	Down from 9.5%	2.5%	2.4%
Attendance rate	94.8%	Down from 95.2%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	1.0%	Down from 3.7%	4.8%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	14.6%	Up from 14.2%	8.2%	8.0%
Older than usual for grade	21.6%	Up from 3.9%	3.1%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 27)				
Teachers with advanced degrees	59.3%	Up from 57.7%	46.5%	50.0%
Continuing contract teachers	88.9%	Down from 92.3%	76.5%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	82.1%	Up from 79.8%	78.9%	86.2%
Teacher attendance rate	95.2%	Down from 95.3%	95.3%	95.3%
Average teacher salary	\$44,369	Up 6.4%	\$37,911	\$39,909
Prof. development days/teacher	17.1 days	Up from 12.4 days	13.5 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio	15.9 to 1	Down from 17.2 to 1	16.9 to 1	18.9 to 1
Prime instructional time	88.4%	Down from 89.5%	88.9%	89.7%
Dollars spent per pupil*	\$6,332	Up 16.3%	\$6,956	\$5,892
Percent spent on teacher salaries*	69.5%	Down from 77.0%	63.0%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 98.2%	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Thank you for your interest in our children's future. We must, however, become more involved as our children mature in academics as well as in physical growth. Parents and friends of Hursey Elementary School, we must unite in order to help our boys and girls reach their potential.

In the short time I have been principal at Hursey Elementary, I have had the privilege to work with some very dedicated educators and parents whose main purpose in our school continues to be to contribute to the academic success of children. We all have a vested interest in the future of our children as well as our school and community.

Hursey Elementary School's Report Card provides you with an overview of where we are as a school. I invite you to read it carefully. As a school, our focus is on continuous improvement. We have developed strategies to motivate higher student performances. More of our students are now scoring Basic and Proficient on PACT than last year in both Language Arts and Math. Our staff has become better qualified through staff development, and we have placed more computers in our students' hands to assist them in training for our work force.

We still have a long way to go as we continue to focus on improving academics and discipline. Negative behavior continues to be a problem. Children don't learn effectively when they distract themselves and their classmates with inappropriate disruptive behavior. The answer lies within all of us. I have faith and confidence in our school's staff and our school's parents. We have added a Student Concern Specialist, full time Guidance Counselor, Computer Technology Assistant, and a Parenting Assistant to our staff to help ensure a quality education for our kids.

Together, we can be the difference.

Dr. Don Butler, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.